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ABSTRACT

In response to legislative mandate, this document contains a plan to reform vocational education and career education in Ohio to provide the state's workers with the skills they need for the future. The plan description is organized in eight sections. The first two sections report on the legislation mandating the reform and the response to the challenge. The third section describes the environmental forces and trends influencing vocational education (economic and employment forces, demographic forces, educational trends, and implications for Ohio). The following three short sections list imperatives for the future, describe vocational and career education's mission, and review the process of evolving the vision for the future. These sections are followed by a longer section describing the 11 imperatives, goals, and objectives of the action plan: broadening the scope of vocational education; improving access; emphasizing rigorous outcomes; focusing on lifelong individual needs; providing career-focused education for all students; streamlining vocational education standards, guidelines, and policies; ensuring adequate resources; accelerating professional development of vocational educators; extending vocational education's strategic alliances; enhancing the public's understanding of and support for vocational education; and constantly emphasizing improvement of the vocational education system. The final section is a short look at the next step. Appendixes review the development of the plan, list contributors, and provide a glossary. (KC)

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Action Plan for Accelerating the Modernization of Vocational Education in Ohio

Ohio's Future at Work

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Ohio schools shall provide opportunities for each student to learn and grow to the best of his/her ability in knowledge, skills, and attitudes required for responsible citizenship, economic productivity, and personal fulfillment...

Ohio schools shall report to Ohio citizens the results of student progress.

— State Board of Education, *Goals and Outcomes*, 1987

It is the policy of the Ohio Department of Education that educational activities, employment practices, programs, and services are offered without regard to race, color, national origin, sex, religion, handicap, or age.

June 1990

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The Legislative Charge

"We have concluded that without major changes in the ways schools and firms train workers over the course of a lifetime, no amount of macro-economic fine-tuning or technological innovation will be able to produce significantly improved economic performance and a rising standard of living."

—The Massachusetts Institute of Technology Commission on Industrial Productivity, *Made in America*

This and hundreds of similar studies and pronouncements led the 118th General Assembly to call for assurance that Ohio's youth and adults have the appropriate skills to participate and persist in the work force of the future. Recognizing the important role vocational education has played in shaping Ohio's diverse economy, the State Board of Education was empowered to prepare a plan of action for accelerating the modernization of vocational education. The plan must address dimensions critical to the reform of vocational education, such as curriculum, allocation of personnel and resources, and the development of new standards and strategies.

"The State Board of Education shall prepare a plan of action for accelerating the modernization of the vocational curriculum . . . that can furnish students with the . . . skills needed to participate successfully in the work force of the future."

—Section 3313.901, Amended Substitute Senate Bill 140

As part of its comprehensive response to the legislative reform mandate, the State Board of Education has focused on various and far-reaching issues, concerns, and goals critical to the modernization of vocational education. Amended Substitute Senate Bill 140 (S.B. 140) offers unique opportunities to improve vocational and career education's responsiveness to the challenges of the 1990's and beyond.

Responding to the Challenge

- Will Ohio's future work force have what it takes to compete in an international economy?
- Who will address business and industry requirements for an educated and productive work force?
- How can vocational and career education be more accessible to increased numbers of secondary and adult students?

The challenge of answering these and other pressing questions, falls squarely on the shoulders of Ohio's vocational education system. In 1989, Amended Substitute Senate Bill 140 was passed by Ohio's 118th General Assembly. This bill mandates development of a plan by July 1, 1990, to accelerate the modernization of vocational education.

Thus, the 1980's — a decade of introspection, challenge, and change for educators — ended with a new wave of education reform based on rising expectations and increased demands. The charge to Ohio's vocational education system and its leadership in the 1990's is direct, compelling, and far-reaching. Challenge the conventional ways of addressing issues. Develop new and innovative solutions to problems. Turn obstacles into opportunities. Be vigorous in improving the design and delivery of vocational and career education programs and services to benefit all youth and adult students in Ohio.

The plan, *Ohio's Future at Work*, is a commitment to doing what is necessary to shape the vision for the next decade and beyond. We may not have all the answers, but one conclusion is evident. The need for a modern vocational and career education system is so urgent that if we did not have such a system, we would have to invent one.

Franklin B Walter

Franklin B. Walter
Superintendent of Public Instruction

"The need for a modern vocational and career education system is so urgent that if we did not have such a system, we would have to invent one."

Environmental Forces and Trends Influencing Vocational Education

Economic and Employment Forces

The global economy will increase competition between nations and between states. Competition will be accelerated through the technological application of scientific discovery, the phasing in of the European common market, recent changes in the Soviet bloc, and rising aspirations and capacity in developing countries.

To be equal to such competition, workers must be increasingly well educated. Many countries insure a well-educated workforce through the time-honored institution of apprenticeship, known in West Germany as the dual system. Although the West German system cannot be transplanted into the United States, Ohio's vocational education system should embody the best aspects of the German approach. The German components most valuable to incorporate into Ohio's educational system are internships; cooperative work experiences; school-to-work transition programs; placement services; partnerships between business, industry, labor, and education; continuing education; and formal credentialing of graduates.

...people are our state's most valuable resource.

Employers will have a renewed sense of urgency regarding education and vocational education. As a result, more extensive and genuine partnerships between schools and employers will develop.

Employers will have increasing interest in employees' performance. Hence, in hiring, rewarding, and upgrading their workers, employers will support a system that provides documentation of occupational competency and encourages employees' commitment to lifelong learning. There will be a mutually beneficial covenant established between the employer and the employee.

Demographic Forces

Current demographic trends will likely continue through the year 2000. The United States (and Ohio's) population and its work force are aging steadily, resulting in continued labor shortages and a shrinking pool of younger workers. And in fact, the demographic forecast is that women, minorities, and immigrants will account for over 80 percent of the entrants into the labor force in the year 2000.

Critical concerns for the immediate future are the erosion of the family as a support unit, and the existence of a fluctuating and differential birth rate, at-risk students, low achievement levels, dropouts, functional illiteracy, limited English proficiency, and children in poverty.

There is growing realization that people are our state's most valuable resource. They are nondepletable, but renewable. The better prepared and more effectively deployed they are, the more valuable our human resources become.

Each and every Ohioan must be capacitated and committed to become a functioning, contributing member of society.

Educational Trends

The educational system will gradually improve and there will be increased competition for student time and resources. Increased emphasis will be placed on individual student career planning and development, the forging of strategic community alliances, and more effectively allocating funds and other resources. There will be a modest extension of the school year and the school day and more emphasis on productivity and efficiency in the educational enterprise. Graduation requirements must remain essentially constant to provide options for individual differences and choice.

Lifelong learning will become a necessity. Education's administrative structure, policies, and procedures will continually be adjusted to facilitate continued education and lifelong learning.

Implications for Ohio

A modern vocational education system must meet these ever-changing environmental factors. These factors culminate in imperatives that vocational education must respond to if it is to expand its role as an educational and economic force.

One thing is clear: Ohio can and must be the best.

One thing is clear: Ohio can and must be the best. This requires state-of-the-art vocational education and educational programs to assure a world-class work force for Ohio.

This means a shared vision, heightened expectations, and new alliances between education, vocational education, business, industry, labor, and community and governmental agencies to respond to environmental forces and trends, and assure the full benefits of modern life for all our citizens.

Imperatives for a New Era

Imperatives were derived from environmental forces and trends and provided the structure for a vision for accelerating the modernization of vocational education. The imperatives listed below serve as a foundation for ongoing educational reform and revitalization, a template for strategic planning, and a benchmark for progress.

1. Broaden the scope of the vocational education experience for each student.
2. Improve access to enhanced educational opportunities.
3. Emphasize rigorous outcomes for vocational students and programs.
4. Focus on lifelong individual needs.
5. Provide career-focused education for all students.
6. Modify and streamline vocational education standards, guidelines, and policies.
7. Assure adequate resources and their efficient utilization.
8. Accelerate professional development of vocational educators.
9. Extend and strengthen vocational education's strategic alliances.
10. Enhance the public's understanding of, and support for, vocational education.
11. Maintain constant emphasis on improving and renewing the vocational education system.

"To restructure and to reform means to change—an action that has taken place since the beginning of time in every walk of life, including education. What will be different in the 1990's is that the pace of change will be accelerated like never before."

— Ohio Department of Education, *Restructuring Education in Ohio*, October 1989

Vocational and Career Education's Mission

Drafting a revised mission statement was central to redefining vocational education in the modernization process. This mission statement will guide the future of Ohio's vocational and career education system.

The mission of the vocational and career education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following:

- Occupational skills—those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.
- Academic skills—those core competencies necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.
- Employability skills—those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

"We need more than a mission. We need a shared vision in which all participants see themselves in new roles and relationships."

—Modernization Forum II participant, March 1990

The Process of Evolving the Vision

On December 11, 1989, in response to S.B. 140, the State Board of Education approved a process and a timetable by which to develop a plan to accelerate the modernization of vocational education. A paramount goal for the process was not only to meet the mandates prescribed by the legislation but to maximize the opportunities and strengths that vocational education offers to students and the state during the 1990's and beyond.

The process, described in greater detail in the Appendix, encompassed input from a wide range of individuals and groups in the state, including employers, educators, parents, labor, and community organizations. Testimonies were heard, internal and external papers were developed, and research and experts were consulted. The Modernization Forum (an advisory body, comprised of 43 individuals and approved by the State Board of Education) met in February and again in March to review all input and to identify priorities for the plan.

Resulting from this collaborative effort were extensive recommendations for improving the design and delivery of vocational and career education in Ohio. These recommendations are reflected in the eleven imperatives for action to occur throughout the 1990's and into the next century.

"In strategic planning, the process is as important as the product."

—Robert Taylor, Modernization Forum II facilitator, March 1990

The Action Plan

The action plan for accelerating the modernization of vocational education flows from imperatives to goals to objectives. An imperative is the highest priority or requirement for action. A goal is a more focused explanation of the imperative. An objective is a specific description of what must be achieved within a designated time frame.

All components of Ohio's vocational and career education system are encompassed in the eleven imperatives. The plan is inclusive presenting an elementary, secondary, and postsecondary vocational and career education focus. It is implicit that the delivery of vocational education may be through comprehensive schools, joint vocational schools (JVS), postsecondary institutions including technical schools, and other appropriate entities.

The target dates established for each objective are ambitious but attainable through increased efficiency, some reallocation of present resources, and the procurement of additional resources. Changes in resource levels will modify time lines. Eliminating policy and statutory barriers is also essential to implementing this plan.

The dates established illustrate starting dates and implementation dates based on the point in time when an objective is at least 75 percent implemented (e.g. 75 percent of the students will be... or 100 percent of the schools will be...). Some objectives are ongoing after initiation reflecting a continuing commitment or an annual requirement. These continuing objectives will be subject to periodic review and refinement.

"In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed."

—Alfred North Whitehead

1 Broaden the scope of the vocational education experience for each student.

Goal:
Vocational program completers will have comprehensive educational experiences that include occupational, academic, and employability competencies.

To achieve this goal, the following objectives must be met:

- Applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job specific programs.
  Start 7/1/90
  75% Implementation 6/30/94

- Occupational programs will be organized according to current and projected labor market patterns, including clustering of related occupations to enhance employment opportunities, and will be delivered using up-to-date facilities and equipment.
  Start 7/1/91
  Ongoing

- Local courses of study for all vocational programs will address skills in student leadership (developed through participation in vocational student organizations), critical thinking, decision making, citizenship, employability, and balancing of work and family.
  Start 7/1/91
  75% Implementation 6/30/96

- Local courses of study for all vocational programs will address entrepreneurship, economic education, and lifelong learning concepts.
  Start 7/1/91
  75% Implementation 6/30/96

Employers' new work systems are calling for broader job responsibilities and worker initiative, teamwork, flexibility, and skills in problem solving and critical thinking.

2 Improve access to enhanced educational opportunities.

Goal:
All elements of Ohio's educational system will collaborate to support an individual's educational and career goals and to facilitate lifelong learning.

To achieve this goal, the following objectives must be met:

- A policy audit will be conducted to determine barriers to system collaboration and lifelong learning and to recommend necessary corrective actions.
  Start 7/1/90
  100% Implementation 6/30/91

- Each vocational education planning district (VEPD) will prepare an annual comprehensive vocational education plan per state agency guidelines, developed with input from all involved school districts and community agencies.
  Start 7/1/91
  Ongoing

- VEPDs will develop, in collaboration with feeder school districts, a transportation plan to assure access and participation for all students in applicable educational programs.
  Start 7/1/92
  100% Implementation 6/30/93

> *"All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge."*
> — National Governors Association's national education goals, February 1990

- The comprehensive VEPD plan will include articulation agreements, including vertical articulation between secondary and post-secondary programs and institutions and horizontal articulation between educational programs.
  Start 7/1/91
  Ongoing

- Vocational programs will be designed to enable students to receive education based on their individual career plans and labor market expectations.
  Start 7/1/91
  Ongoing

- Educational programs will be designed to facilitate and encourage student access to quality academic and vocational programs.
  Start 7/1/91
  Ongoing

- Proposals for magnet schools within JVS VEPDs will be established to enhance and expand educational opportunities for all students.
  Start 7/1/90
  75% Implementation 6/30/91

3 Emphasize rigorous outcomes for vocational students and programs.

Goal:
All vocational programs and services will have specified, measurable, and challenging outcomes to evaluate student performance, to facilitate continued program improvement, and to maximize opportunities for success in the technologically-oriented workplace and in continued education.

To achieve this goal, the following objectives must be met:

- A comprehensive accountability and evaluation system that is integrated with the statewide management information system will be developed.
  Start 7/1/90
  Ongoing

- A comprehensive and verified employer competency list will be developed and kept current for each vocational program.
  Start 7/1/90
  Ongoing

- Vocational curricula and instruction will be competency-based.
  Start 7/1/91
  75% Implementation 6/30/94

- All vocational programs and services will be evaluated by prescribed outcome measures.
  Start 7/1/93
  100% Implementation 6/30/94

In the 1990's, the vocational education system will be held accountable for documenting job placement rates, offering relevant courses, providing applied academics with skill training, helping people manage the commitments of work and family life, and focusing on the needs of at-risk, minority, and special populations.

4 Focus on lifelong individual needs.

Goal:

Recognizing diverse student capacities, strengths, achievement levels, career interests, and program readiness, each student entering the ninth grade or a postsecondary vocational program will have an individual career plan that culminates in receiving a career passport, which enables the student to both work in a technological world and to pursue lifelong learning.

To achieve this goal, the following objectives must be met:

- Each student will have an individual career plan that is based on assessments of interests, aptitudes, abilities, and achievement and that will be used to advise students regarding career path and course selection.
  Start 7/1/91
  75% Implementation 6/30/94

- Student progress toward achieving the goals of the individual career plan will be assessed annually to determine appropriate interventions, point-in-time remediation, and plan revision.
  Start 7/1/92
  Ongoing

- Each completer of a vocational program will have an individual career passport that enables him or her to pursue work and/or lifelong learning and that includes items such as documention of work and/or community experiences; student profile establishing performance or competency levels; student achievement levels; leadership experiences; attendance records; an outline of continuing education needs; and career credentialing.
  Start 7/1/91
  75% Implementation 6/30/96

"To better mine its talent, the country must adopt an education policy that acknowledges the vast diversity of its students and offers options suited to their individual needs and learning styles."

—Nancy J. Perry, *Fortune*, June 1989

5 Provide career-focused education for all students.

Goal:

Career-focused education will be provided throughout Ohio's educational system to ensure student motivation and goal setting, and the purposeful application of continuous learning.

To achieve this goal, the following objectives must be met:

- The comprehensive VEPD plan will include strategies to facilitate academic and vocational collaboration.
  Start 7/1/91
  Ongoing

- All K-8 students will be provided with early career motivation, orientation, and exploration experiences to provide relevance to subject matter content, advance career maturity, and prepare students for educational and career decisions.
  Start 7/1/91
  75% Implementation 6/30/93

- All students enrolling in high school secondary education will enroll in a vocational education program, a college preparatory program, or a combination of the two as delineated by their individual career plans.
  Start 7/1/91
  75% Implementation 6/30/94

Knowledge only has utility when applied.

6 Modify and streamline vocational education standards, guidelines, and policies.

Goal:
Vocational education standards, guidelines, and policies will be challenging, attainable, relevant, affordable, and measurable and will assure access and equity for all students without regard to race, color, national origin, sex, religion, handicap, or age.

To achieve this goal, the following objectives must be met:

- Present standards, guidelines, and policies will be reviewed and modified to support the action plan goals and allow optimum flexibility and efficiency in local design and delivery.
  Start 7/1/90
  100% Implementation 6/30/93

- Funds will be available to implement action plan goals, to provide financial incentives, and to fund all mandated standards, guidelines, and policies.
  Start 7/1/91
  Ongoing

- VEPDs will have legislative authority to centralize the fiscal and program management responsibilities of vocational education within a single administrative entity.
  Start 7/1/93
  100% Implementation 6/30/94

"The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized."

—C. A. Prosser, *Vocational Education in a Democracy*, 1949

7 Assure adequate resources and their efficient utilization.

Goal:

Vocational education resources will be analyzed and reallocated to maximize relevancy, efficiency, and productivity.

To achieve this goal, the following objectives must be met:

- The current vocational education funding structure will be analyzed to assure that the funding policies are congruent with the action plan goals and that funding incentives are available to accelerate goal attainment.
  Start 7/1/90
  100% Implementation 6/30/91

- State and federal resources will be reallocated in response to comprehensive VEPD plans.
  Start 7/1/93
  Ongoing

- Innovative programs will be piloted to promote efficient and effective use of resources in attaining action plan goals.
  Start 7/1/90
  Ongoing

- Programs will be disinvested that do not represent or address current labor market demands and prescribed student and program outcomes.
  Start 7/1/90
  Ongoing

The future strength of vocational education will be its flexibility and its responsiveness to change by investing, disinvesting, and reinvesting its personnel, equipment, facilities, and technological resources.

8 Accelerate professional development of vocational educators.

Goal:

Staff development activities must be expanded and diversified to assure professional competence and technological currency.

To achieve this goal, the following objectives must be met:

- All vocational personnel will develop an individual professional development plan.
  Start 7/1/92
  75% Implementation 6/30/93

- Standards for vocational education teacher certification will be reviewed and recommendations made to support the action plan goals.
  Start 7/1/90
  100% Implementation 6/30/95

- Comprehensive VEPD plans will include professional development components.
  Start 7/1/91
  Ongoing

- Statewide systematic staff and leadership development programs will be initiated in cooperation with teacher education and business, industry, and labor, and will be based on needs identified in annual individual professional development plans.
  Start 7/1/90
  Ongoing

- Individuals receiving initial teacher certification will reflect the cultural diversity of Ohio's population with special emphasis placed on under represented populations and non-traditional teaching roles.
  Start 7/1/93
  Ongoing

Pivotal to achieving an adaptive, productive, and effective instructional and support staff in vocational education is the availability of ongoing opportunities for initial preparation and continuing professional development.

9 Extend and strengthen vocational education's strategic alliances.

Goal:

Vocational education, business, industry, labor, and community and governmental agencies will strengthen and intensify their formal compacts to optimize shared responsibilities and benefits.

To achieve this goal, the following objectives must be met:

- The comprehensive VEPD plan will include cooperative agreements with business, industry, and labor that outline such areas as shared resources, student work-related experiences and placement, advisory committees, technical development for and exchange of staff, curriculum development, and verification of competencies.
  Start 7/1/91
  Ongoing

- Coordination with agencies related to employment, training, and education such as JTPA, human services, rehabilitation and corrections, community based organizations, and vocational rehabilitation will be included in local and state planning activities.
  Start 7/1/91
  Ongoing

- Vocational education will provide assistance to employers so that they may more effectively interact with and utilize the benefits of the vocational education system.
  Start 7/1/91
  Ongoing

The forging of strategic alliances with businesses, agencies, and other organizations in the community acknowledges the shared responsibility for modernizing vocational education.

10 Enhance the public's understanding of, and support for, vocational education.

Goal:

Increase effective interactions with diverse audiences to raise the public understanding of vocational education and thereby promote informed choice and enhance community support.

To achieve this goal, the following objectives must be met:

- Comprehensive VEPD plans will include strategies to communicate the outcomes of vocational education to specific publics.
  Start 7/1/91
  Ongoing

- Quality and significant interaction will increase between the vocational education system and business, industry, labor, education, and community and governmental agencies through such functions as strengthened advisory committees, local program planning and evaluation, and interagency staff training.
  Start 7/1/91
  Ongoing

- A statewide marketing and communication plan will be implemented in collaboration with business, industry, labor, education, and community and governmental agencies to improve and enhance public awareness, understanding, and support for Ohio's vocational education system.
  Start 7/1/90
  Ongoing

The public's perception of vocational education can be bolstered by improved system performance, systematic marketing, and increased interaction between vocational education and its partners.

11 Maintain constant emphasis on improving and renewing the vocational education system.

Goal:
State and local delivery systems will conduct an ongoing analysis of vocational program performance to assure more efficient and effective means of meeting work force demands and advance the goals of modernizing vocational education.

To achieve this goal, the following objectives must be met:

- The action plan imperatives, goals, and objectives will be assessed and modified to reflect work force needs, legislative mandates, and societal changes.
  Start 7/1/92
  Ongoing

- An Ohio vocational leadership institute will be in place to assure a local and state visionary leadership base.
  Start 7/1/90
  Ongoing

- Comprehensive VEPD plans will include system improvement and renewal strategies.
  Start 7/1/91
  Ongoing

- State research and development activities will be designed and implemented to include activities such as pilot and demonstration projects, curriculum models, and business partnership efforts.
  Start 7/1/90
  Ongoing

- Adult students and business and industry will have increased access to vocational programs and services through the expansion of adult vocational education full-service centers.
  Start 7/1/90
  75% Implementation 6/30/96

- Appropriate modern technology will be incorporated into all vocational instructional programming and management.
  Start 7/1/90
  Ongoing

- All elements of the educational system, including elementary, secondary, postsecondary (adult, associate, and baccalaureate degree), teacher education, and corresponding state agencies will share a holistic view of vocational education and effectively function as an integral component of the vocational delivery system.
  Start 7/1/90
  Ongoing

Vocational education's in-place capacity and strategic flexibility are critical in responding to economic, technological, and workforce requirements for skilled, adaptable, and productive people.

The Next Step

The plan, *Ohio's Future at Work*, is the first step in the continuing journey toward having a more dynamic and responsive educational system. An extraordinary amount of time and energy has gone into preparing this plan, and I deeply appreciate the contributions of so many individuals and organizations throughout our state.

Efforts exerted to date represent only the first step in the acceleration process. The ultimate fulfillment of the plan's objectives will depend upon a common vision, the forging of new alliances, and the sharing of opportunities and responsibilities afforded in the plan on the part of business, industry, labor, government, community organizations, and the entire public education sector.

There will be countless issues to address and tasks to complete. However, with a corporate sense of partnership, confidence, resolve, and dedication, Ohio's vocational education program can march boldly into the twenty-first century.

Darrell L. Parks
Director, Division of Vocational and Career Education
Ohio Department of Education

"The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exhalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

—John W. Gardner, *Excellence*, 1961

Appendix

Development of the Plan

On December 11, 1989, the State Board of Education approved a process and a timetable by which to develop a plan of action for accelerating the modernization of vocational education. Following is a description of the steps identified and the groups and processes used to draft the plan.

Local Education Area Planning (LEAP) Meetings

Six regional meetings, listed below, were held to provide information on the legislative mandate and process for developing the plan. Written and oral input into the process was solicited, which resulted in 60 LEAP participants, including vocational and JTPA administrators, providing recommendations.

Buckeye JVS	December 6, 1989
Beachwood High School	December 7,1989
Polaris JVS	December 8, 1989
Eastland JVS	December 11, 1989
Warren County JVS	December 12, 1989
Penta County JVS	December 13, 1989

External and Internal Discussion Papers

Groups of individuals outside the Ohio Department of Education and representatives from areas within the Ohio Department of Education's Division of Vocational and Career Education were invited to submit discussion papers that outlined the forces affecting vocational education and the resulting challenges, suggested revisions to a draft mission statement, and recommended goals. Nineteen papers were prepared by the external and internal groups and used by the Modernization Forum. (See "Contributors to the Plan" on page 25 for a complete list of the papers submitted.)

Information Briefs

Twelve information groups convened to conduct an in-depth analysis of issues, concerns, and goals critical to the modernization of vocational education. The 12 areas that were targeted for study included requirements of S.B. 140 and other modernization dimensions.

The organized group dimensions were:

- Modernization and adoption of new standards
- Use of magnet schools
- More stringent vocational curricula
- Reallocation of personnel and resources
- Cost-effectiveness
- Alternative transportation plan
- Funding
- Accountability and evaluation
- Articulation
- Vocational student organizations
- VEPD structure
- Personnel development

Facilitators from the Division of Vocational and Career Education organized groups of individuals with expertise in each of the designated 12 dimensions. Persons chosen for the information groups included representatives from local education agencies, colleges, universities, businesses, industry, school boards, student organizations, and the Ohio Department of Education. In total, 118 individuals participated in this step of the process.

Each information group defined the status of its assigned dimension, stated basic assumptions, reviewed relevant research, identified key factors and forces affecting the dimension, identified challenges and concerns, and determined viable alternatives. (See "Contributors to the Plan" on pages 28 and 29 for a complete list of the participants.)

Modernization Forums

Forty-three key Ohio leaders recommended by the State Board of Education participated in modernization forums on February 8 and 9, 1990, and March 8 and 9, 1990 in Columbus. These leaders represented business, labor, education, professional associations, community organizations, and public agencies. Some were also parents of vocational graduates or themselves former vocational students. The forum's purpose was to revise the mission of vocational and career education and determine the priorities for the 1990's. The forum participants heard demographic and economic experts from the national level; reviewed all discussion papers and information briefs; interviewed business, school, and community leaders; and visited vocational education programs to prepare for their demanding role in the modernization process. They discussed, analyzed, and synthesized all input and identified the priorities, from which specific imperatives, goals, and objectives were derived. (See "Contributors to the Plan" on pages 26 and 27 for a complete list of the participants.)

Process for Review, Approval, and Submission of the Plan

On April 2, 1990, the initial draft of the action plan for accelerating the modernization of vocational education was sent to the State Board of Education, the Commission on Education Improvement, the Ohio Council on Vocational Education, the Ohio Job Training Coordinating Council, the Modernization Forum participants, the developers of discussion papers, the information group participants, and all VEPD superintendents for review and comment.

The comments gleaned from the review process were used to revise the action plan submitted to the State Board of Education for action. On June 11, 1990, the State Board of Education approved *Ohio's Future at Work*, the action plan for accelerating the moderization of vocational education. By July 1, 1990, the plan will be presented to the Ohio General Assembly.

Reference to Executive Summary

An executive summary was developed from the action plan to accelerate the modernization of vocational education capsulizing vocational and career education's revised mission, providing an overview of the legislative mandate, describing new directions planned for vocational education, and showing a graphic of the imperatives and objectives (by initiation and completion date).

Contributors to the Plan

Following are the contributors to the plan to accelerate the modernization of vocational education:

- Ohio Department of Education, Division of Vocational and Career Education, Modernization Task Force and Executive Staff
- Consultants and speakers
- External and internal discussion paper groups
- Modernization Forum participants
- Information brief contributors

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- Adult Education
- Agricultural Education
- Applied Academics
- Business Education
- Career Development
- Entrepreneurship
- Home Economics Education
- Job Training Partnership Service
- Marketing Education
- Public Safety
- Sex Equity
- Special Needs
- Trade and Industrial and Health Education

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- Northeast Personnel Development Center, Kent State University
- Northwest Personnel Development Center, Bowling Green State University
- Ohio Council on Vocational Education
- Ohio Industrial Technology Association
- Ohio Joint Vocational School Superintendents' Association and Ohio Vocational Directors' Association
- Ohio Vocational Association

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Glossary

Applied Academics: The instruction of mathematics, language arts, and science using an applied approach to prepare students for employment and lifelong learning. The application may be correlated to a vocational program or be a precursor to vocational program enrollment.

Articulation: A prescribed curriculum sequence—such as between grade levels, between vocational and academic education, and between secondary and postsecondary education—which consists of interrelated components to achieve specified educational outcomes and to minimize duplication.

Assessment: A series of inventories and perfmance measures to determine an individual's career interests, aptitudes, abilities, and achievements. This process leads to evaluation, interpretation, and prescription enabling a student to achieve his or her educational and career goals.

Career Education: A developmental process that is for all youth and adults and that emphasizes self-awareness, career decision making, economics, work attitudes, and occupational awareness.

Career Passport: An individual portfolio compiled upon completion of a vocational program. The passport includes such items as documentation of work and/or community experiences, a competency profile, student achievement levels, attendance records, leadership experiences, an outline of continuing education needs, and career credentialing.

College Preparatory Program: Educational course work of an academic and liberal arts nature designed to prepare students for college studies.

Competency: The skills and knowledge that comprise a program, as verified by an advisory group from education, business, industry, and/or labor. Mastery of these skills is necessary for job entry, continuing education, and occupational development and advancement.

Competency Based Education: A list of pupil performance objectives, assessment of student performance, standards to judge performance, and intervention strategies.

Comprehensive Vocational Education Planning District (VEPD) Plan: A locally-prepared document, updated annually, which outlines the VEPD intent for vocational education programs, support services, and other components that support the modernization of vocational education.

Continuing Education: Postsecondary education, including self-directed learning and workplace training, that further refines, strengthens, and expands an individual's skills and/or knowledge.

Course of Study: An official school district document prescribing what shall be taught based on program philosophy, goals, and objective statements. The mandated vocational courses of study shall delineate the occupational, academic, and employability skills that are addressed by the program to provide students with the necessary competencies to successfully enter, compete, and advance in a changing work world.

Credentialing: The process of recognizing a verified competency list as a basis for hiring or establishing eligibility for employment.

Employability Skills: Those capabilities, attitudes, and values required to successfully enter, compete, and remain in the work force including self-employment. These skills include, but are not limited to, decision making; critical thinking; teamwork; following directions; willingness to work; and job search, application, and self-marketing skills.

Guidelines: Procedures, as determined by the Ohio Department of Education, for program application and development, report generation and submission, and other administrative tasks.

Individual Career Plan: A personalized career guide developed by every student prior to ninth grade or postsecondary vocational entrance based on assessments of interests, aptitudes, abilities, and achievement. This plan provides input for advising students on career path and course selection and is reviewed annually to determine required point-in-time remediation, intervention, and plan revision. The individual career plan culminates in the generation of a career passport upon vocational education program completion.

Joint Vocational School District (JVSD): An area comprised of two or more adjoining districts, composed of all the school districts whose boards of education have approved the formation of the joint vocational school district includes a vocational school to serve youths and adults from participating school districts.

Job Training Partnership Act (JTPA): A federal employment and training program for economically disadvantaged youths and adults or those individuals with barriers to employment.

Magnet School: Joint vocational schools that develop, house, and maintain enhanced academic programs for any secondary student from participating school districts (e.g., city, local, or exempted village school district), regardless of whether students are pursuing vocational, college preparatory, or a combination of the two educational tracks.

Measurable Outcome: Quantitative and qualitative indicators that are used to determine the success of students and programs.

Occupational Cluster: A grouping of competencies based on occupational commonalities and current labor market patterns.

Policies: Regulations determined by the Ohio Department of Education that are based on state and federal laws and State Board of Education standards. Policies guide vocational program planning, approval, funding, delivery, and evaluation.

Postsecondary: Education provided beyond the high school level (includes part-time and full-time adult education, apprenticeships, and two-year and four-year college education).

Standards: Minimum levels of performance promulgated by the State Board of Education to direct public schools to assure quality programs and to comply with legislative mandates. These standards are applied to all elementary and secondary schools establishing graduation criteria and setting the stage for development of local educational philosophies and goals which guide development of courses of study.

Support Services: Community or school supplemental staff, equipment, materials, and/or activities (e.g., financial aid, counseling, job placement, child care, transportation) that are designed to assist secondary and adult students achieve vocational program objectives.

Transportation Plan: Strategies and procedures that a school district uses to assure that all students have equal access to educational opportunities.

Vocational Education Completer: Youths and adults completing a planned sequence of courses, services, or activities designed to meet a vocational objective.

Vocational Education Planning District (VEPD): A school district, or group of districts, organized to provide mandated vocational education programs and services.

Vocational Education Program: Instruction in occupational, academic, and employability skills in order to prepare students for employment including self-employment, and lifelong learning. Programs include a process to learn the skills necessary to lead a self-satisfying and productive life in school, in the work force, and in society.

Vocational Student Organizations: Intracurricular group activities that support vocational instruction objectives by helping student members develop interpersonal, citizenship, and leadership skills.

Work and/or Community Experiences: Documented, school-supervised experiences—paid or volunteer—that are selected, planned, and evaluated to contribute to a student's individual career plan and passport.

Work and Family Skills: Those interpersonal, communications, and practical problem-solving skills necessary to prepare students for managing and balancing the demands of work and family life.

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